



**WISE
ACADEMIES**
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Person Specification

Post Title: Child and Family Support Officer	
Essential	Desirable
Knowledge and Qualifications	
<ul style="list-style-type: none"> To hold a relevant qualification (Level 3). Alternatively to have theoretical, practical and procedural knowledge and awareness of: <ul style="list-style-type: none"> School policies on Safeguarding, Health and Safety, Behaviour and other integrated working processes. issues of concern to young people and others such as substance misuse, domestic violence, sexual exploitation, school exclusion, SEN and offending behaviour. 	
Experience	
<ul style="list-style-type: none"> A clear understanding and experience of support required by young people and families with complex and multiple needs and proven ability to assess family situations, develop individual packages of support and translate them into effective integrated plans in a support context. A good knowledge and understanding of the risk factors associated with family breakdown and difficulties. Proven, successful collaborative and/or multi – agency working. Working and delivering successfully in a challenging and complex environment 	<p>To have an understanding of working within an educational setting.</p> <p>Experience of organising and coordinating family learning/adult learning activities.</p> <p>To have worked in an inter-agency network.</p>
Skills and competencies	
<ul style="list-style-type: none"> To be able to maintain records and to have the capacity to compile and present reports on their work. Able to devise and plan appropriate medium term emotional development programmes. To be able to deliver in-service training to staff. To possess good communication, social and organisational skills and have well developed interpersonal caring skills to meet the demanding needs of vulnerable children and families. Work within recognised procedures, to take responsibility for organising own work schedule and respond independently to problems, taking advice from readily available senior managers only when required. To be flexible and creative in terms of working with young people and adults in school and the wider community. 	<p>To have knowledge of welfare issues</p> <p>To have experience of creating or using recording and monitoring systems</p>



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<ul style="list-style-type: none"> Ability to work sympathetically yet purposefully with challenging adults and young people. 	
Physical, mental and emotional demands	
<p>Mainly sedentary. Some work –related pressure caused by conflicting demands and the need to prioritise. The job involves contacts with, or work for, people, which through their circumstances or behaviour regularly place significant emotional demands on the jobholder.</p>	
Other	
<p>Willingness to take and act on advice. High expectations of oneself and of students. A commitment to and interest in the wellbeing, support and achievement of students. Energy and enthusiasm. A belief in teamwork and co-operation with adults and students. A willingness to challenge oneself to seek continuous improvement. To be positive about the need for innovation and change. Flexibility, imagination and resilience, reliability and integrity. A positive attitude to school and the Trust Self awareness.</p>	
Work Arrangements	
<p>Physical requirements: Transport requirements: Working patterns: Working conditions:</p>	<p>No particular requirements. None Normal hours Considerable exposure to disagreeable people related behaviour.</p>